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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Sort and classify objects by attributes including size, shape, color, texture, orientation, position and use, and explain the reason for each sort.  **CC.K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **CC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)  3.1.1.   Identify and describe familiar shapes (triangles, squares, rectangles and circles) and solids (cubes, spheres, cylinders, cones and prisms) in the environment.  **CC.K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.  **CC.K.G.2** Correctly name shapes regardless of their orientations or overall size.  **CC.K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").  **CC.K.G.4** Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).  3.1.2.   Compare and sort familiar shapes and solids in the environment and contextual situations.  **CC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.  **CC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)  **CC.K.G.2** Correctly name shapes regardless of their orientations or overall size.  **CC.K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").  **CC.K.G.4** Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).  3.1.3. Construct small sets of shapes and solids using a variety of materials.  **CC.K.G.4** Analyze and compare a variety of two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).  **CC.K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  **Classroom Routines Only**  2.2.7.    Count by rote to at least 30(Calendar)  **CC.K.CC.1** Count to 100 by ones and by tens.  2.1.1.    Represent quantities of up to 30 objects in a set. (Attendance)  **CC.K.CC.1** Count to 100 by ones and by tens.  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  2.1.2 Compare sets of up to 30 objects and use the terms…..one more or one less than a given set. (Attendance)  **CC.K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  *3.2.5. Complete simple shape and jigsaw puzzles and explain the reasoning used to complete the puzzle and solve the problem*  **Classroom Routines Only**  3.3.6.    Recognize events that reoccur (at specific times of the day or week).(Calendar)  **Grade 1 CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  3.3.7.    Locate yesterday, today, and tomorrow on a calendar….before and after to compare events.(Calendar)  **Grade 1 CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  4.1.1    Pose questions about objects and events in the environment….guide the collection of data. (Today’s Questions)  **Grade 2 CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  1.1.3 Recognize, reproduce, extend and create repeating patterns….numbers and textures.(Patterns on the Pockets Chart)  **Grade 3- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |
| **CCSS but not GLE’s** |